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ABSTRACT

The early phases of a study at the Stockholm School of Education, Stockholm, Sweden, explored the use of closed circuit television to: (1) replace classroom visits by supervisors of student teachers; (2) assess the reliability of subjective assessments in teacher training; and (3) tape micro-teaching sessions so that teacher trainees could analyze their own behavior. Later phases of the project enabled teacher trainees to view themselves in public speaking and peer group situations. A collection of video tapes showing individuals modeling educational situations was developed for use in training programs in other institutions. (EMH)

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SCHOOL RESEARCH newsletter

June 1976 Current project 1976:3

Title of project: Experiments using CCTV
New courses of teacher training
(ITV-LHS II)

Project number: 505

In progress at: The Department of Educational Research,
Stockholm School of Education

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This project is a continuation of the work done previously with reference to teacher training at schools of education. The rew project (ITV-LHS II) officially started on 1st July 1975, but following consultation wiht the National Board of Education and owing to an acute need for certain measures, it actually began on 1st January 1975. By way of compensation, some of the concluding work of the preceding project (ITV-LHS) continued into the present fiscal year.

Background to the work of the project

The main purpose of the project is to study the possibilities of improving the integration of theory and practice in teacher training with the aid of CCTV. The first studies therefore focussed on the use of CCTV productions as a form of concretion and analytical foundation for the teaching of methods and pedagogics. These studies began with an inventory of needs, in which all teachers at the

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various schools of education in Sweden were asked what type of CCTV programmes they needed for their teaching (5;6)[1]. Most work, however, was concerned with the experimental production of programmes which were evaluated with both teachers and trainees as target group (4;12). This phase of the project has been concluded. The production and reproduction of CCTV programmes of this kind can now be regarded as an established feature of training activities at schools of education (2;7).

A second study concerned the use of class observations in teacher training and was above all aimed at finding out the extent to which CCTV can precede or replace visits to classes. CCTV has proved suitable as a means of developing a technique of observation prior to classroom visits and also - in certain cases - as a substitute for such visits. The latter applies, for example, to classroom visits which are difficult to arrange owing to distance, sensitive observation environments or a limited supply of classes for observation (8;13).

CCTV has also been used as a "research tool" in the course of a number of studies concerning the reliability of subjective assessments in teacher training. Admission interviews and lessons taken by trainess have been assessed by several judges with the aid of CCTV and video recording. Groups of judges have then been asked to repeat their assessment six months later, without having been warned to this effect on the first occasion. In this way it has been possible to make various estimates of the reliability of the assessments (1; 3; 9; 14; 15).

The last group of studies has been concerned with micro-teaching. Here CCTV is used to record short lessons taken by trainees and to give the trainees a concrete basis for analyses of their own teaching. Basic research studies

[1] Figures refer to the numbered references on pp. 7-8.

have previously been conducted in this sector at the Gothenburg and Malmö schools of education, and the Stockholm experiments have therefore been primarily concerned with the development of suitable organizational forms for the integration of micro-teaching with teacher education generally (11; 19; 10; 21).

Apart from the work done in these main areas, certain minor studies have been conducted and reported. For instance, all teaching staff at the Stockholm School of Education have been asked to what extent they use CCTV in their own teaching and what they think in this connection of the various contributions made by the CCTV institution (10). Pupils have also been consulted, in view of the great extent to which programme production is based on their participation (18).

An exhaustive summary of the various studies under the project has been presented in the series of reports entitled Educational Research (Utbildningsforskning 7/1974) published by the NBE (17).

Conclusion of the earlier project

Concluding reports still have to be made on two studies. The first and larger of these concerns micro-teaching, one of the fields in which CCTV has been most appreciated by trainee teachers. This project, however, ran into administrative problems with regard to the integration of micro-teaching and regular training. This state of affairs has now been reported to the Teacher Training Commission (LUT) in the hope that the Commission will be able to devote consideration to the question.

In the meantime the project is testing two models for the use of CCTV in a manner corresponding to the underlying ideas of micro-teaching. These models can also be integrated

with the present organization of training. In one case the trainee is enabled by means of CCTV to meet himself as an individual and to study and analyse his own behaviour. This is done within the public speaking course in the subject teacher line and mainly comparable to professional situations where the teacher provides information, starts a discussion etc. in the presence of pupils, colleagues or parents.

The other case concerns the action of the teacher in groups together with adults (colleagues, parents). This investigation is being conducted during the teaching of pedagogics in the class teacher lines, where video recordings are being made of group discussions and group work occurring in the course of regular training activities. These "documents" are later analysed by the trainee groups concerned, not only with regard to the content of the work or discussion but above all with regard to form, i.e. the way the trainees acted as members of a group.

The minor study concerns demonstration activities in teacher training. The training syllabi provide for demonstrations in the form of direct demonstrations, one-way-screen demonstrations or CCTV demonstrations. Our investigation is aimed at a qualitative analysis of direct demonstrations and CCTV demonstrations and is being undertaken in association with six methods lecturers from the junior and middle level lines.

The new project (ITV-LHS II)

Many of the results and experiences gained during the earlier phases of the project should be applicable to other forms of teacher training as well. This is the case, for instance, with approaches to method when using CCTV, and the use of micro-teaching in teacher training. The main task of the project here will be to organize the efficient distribution of information on these questions. A publication on the latter subject (21) has recently

been issued from the project, and another, concerning the former theme, is in preparation.

As early as 1974 the project assisted Regional Committee I by making an inventory of the CCTV programmes required by other institutions for teacher training for their activities. One of the first tasks of the new project was to make a special survey of the programme production which had taken place at the country's schools of education and at TRU (the Committee for Television and Radio in Education). The purpose of this work was to extract from this production programmes suitable for use in the training activities of the other institutions for teacher training, in response to the inventory of needs.

Because all pre-school teacher training colleges in the country had been equipped during the spring term of 1975 with video cassette recorders (VCR), the training of pre-school teachers became the pilot area of the project. In this connection the project group has collaborated with two reference groups, one from the Solna Training College for Pre-School Teachers and one from the Stockholm College. These groups include both teacher trainers and student teachers.

A note has been made of the programmes from the schools of education and from the TRU Committee which the project group - after consulting the producers - has judged potentially suitable for the training of pre-school teachers. The reference groups have studied these lists together with such programme descriptions etc. as have been obtainable. The groups have each independently chosen upwards ten programmes for viewing. After viewing the programmes they have nominated those which they consider useful for the training of pre-school teachers.

In a second phase these programmes have been copied and distributed on something of a chain-letter basis to all pre-schod teacher training colleges and all schools of

education with training facilities for pre-school teachers. At each of these colleges and schools of education, a project liaison officer nominated by the principal has made arrangements for the local assissment of the programmes circulated. The assessment has been made through the medium of questionnaires, in which teachers and trainees have among other things been asked to give their opinions on such matters as the content, design and technical quality of the programmes. The liaison officer, acting in consultation with the judges, has ordered the programmes which the college or school of education wishes to use in its training activities. Copies of these programmes have then been made and distributed of the requisitioners by the CCTV Institution at the Stockholm School of Education, which has received special grants from the NBE for this purpose.

Phase 3 of the project entails an analysis ot the pre-school curricula and the curricula of the pre-school teacher training colleges, the purpose of the analysis being to provide documentation for a more up-to-date and exhaustive inventory of needs than that referred to on page 4. This analysis is intended to serve as a foundation for the regional planning of programme production catering specifically for the training of pre-school teachers. In preparation for this production venture, the project group has requested all Regional Committees in the country to raise the question of the participation of the CCTV institutions of all the major schools of education in production activities (cf. p. 17 of the official document placing the year's appropriation at the disposal of teacher training establishments). A certain amount of programme production has already started.

Insofar as the time allotted for the project permits, the procedure described here will also be applied to training activities at the colleges for home economics, the National Institute of advanced Nursing Education (SIHUS), and the College of Handicraft Teachers.

Project reports (in Swedish only)

(1) Interview method and suitability for the teaching profession. A survey of the reliability of assesssments of video-recorded interviews (also in English)

(2) CCTV activities at the Stockholm School of Education, May 1967 - December 1968.

(3) Assessment of trainee teachers. Agreement in the rating of lessons and the validity of video recorded admission interviews (also in English)

(4) Student attitudes to the use of CCTV in teacher training (also in English)

(5) The need for CCTV programmes in teacher training. A. Subject teacher training.

(6) The need for CCTV programmes in teacher training. B. Class teacher training.

(7) CCTV activities at the Stockholm School of Education. January 1969 - June 1971.

(8) Student attitudes to the use of CCTV in teacher training. II. CCTV programmes as a substitute for visits to classes.

(9) Assessment of trainee teachers. A study of the reliability and stability of assessments of video recorded lesson extracts.

(10) The CCTV institution in teacher education.

(11) Micro-teaching in teacher education. A programme of selection, together with some introductory experiments.

(12) CCTV as a supplement to teacher-led pedagogical instruction.

(13) Class observation in adult education. A CCTV programme for the training of subject teachers.

(14) Subjective assessments in teacher training. A study of questions of reliability and validity with different predictors and criteria.

(15) Can teachers be given marks? The prediction and assessment of teachers' suitability and proficiency.

(16) CCTV in teacher training - a preparatory exploration of the CCTV production requirements of schools of education in Region 1.

(17) CCTV as an educational aid.

(18) Pupil attitudes to participation in TV recordings.

(19) Micro-teaching in the training of class teachers. Some attempts at the practical use of micro-teaching in teacher training.

(20) The importance of some perception variables in the perception and evaluation by trainee teachers of their own teaching.

(21) Through a mirror darkly, Some experiences of micro-teaching in teacher training.

Previous Newsletters

1966:9, 1967:10, 1968:18, 1970:29, 1971:9, 1972:15.

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